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ABSTRACT

Articles included in this journal are a report on the President's Conference on Early Childhood Education entitled "The Young Child: The Significance of Motor Development" by Delores M. Curtis; A Real Look at the Young Child by Lolas E. Halverson; What Movement Means to a Young Child by Keturah E. Whitehouse; Who Says the Young Child Can't by Betty M. Flinchum and Margie R. Hanson; Preschool Projects and Programs by Helen K. Hartwig; and Games Can Wait! by Larry Gray. Recent publications and audio-visual resources are also given. (DJ)

MOTOR ACTIVITY FOR EARLY CHILDHOOD

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Within the Association many efforts are made to serve the interests and needs of children. One of the principal efforts is in the area of publications. Some of these publications are listed on the back cover. A more comprehensive catalog is available free upon request.

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THE YOUNG CHILD: THE SIGNIFICANCE OF MOTOR DEVELOPMENT

The President's Conference on Early Childhood Education

Sponsored jointly by the American Association for Health, Physical Education, and Recreation and the National Association for the Education of Young Children

Washington, D.C. February 11-13, 1971

CONFERENCE REPORT

DELORES M. CURTIS

The purposes of this jointly sponsored conference were to help the participants develop clearer insights concerning the significance of motor development in the early years of childhood by examining the existing body of knowledge from research and experience regarding motor development, by exploring the relationship of motor development to other aspects of development—emotional, social, intellectual, and by presenting some ideas for an appropriate environment which will facilitate motor development in young children. The need for such an interdisciplinary conference was evident as each organization quickly met its participation limit of 100 members.

It seems worth noting the participants' behavior at the social reception following registration on Wednesday evening in comparison with later unstructured phases of the two and a half day conference. The first evening, members of the two organizations tended to seek their own kind for casual conversation or to inquire of strangers their locale and position. By lunch time the next day there was active interdisciplinary mingling and animated conversation, which proceeded to increase throughout the sessions as common interest in young children elicited specific viewpoints. This was an indication of the success of the discussion group phase of the general sessions. (In fact, several people called for more face-to-face exchange and less lecturing.)

Another striking observation as one looked over the group at the first session was its composition. The large number of male participants at an early childhood conference was an exciting surprise. The chronological mix was evident. There was a lopsided geographical distribution in favor of east of the Mississippi River, which is to be expected of a Washington, D.C., site. However, the convenience of the location to the two national headquarters was one reason the conference could be undertaken so swiftly.

Participants alternately listened and discussed or watched and talked. Unscheduled evenings permitted opportunities to view four films dealing with young children, to tour the city, or to continue the topic at hand during a leisurely dinner. Some conferees questioned the sequence of the program and some would have changed the emphasis in content, but this first conclave of the two associations could not be all things to all participants. Those people who are considering a regional or local conference on a similar topic may wish to consider this format in terms of their own purposes.

An effective start to the conference was a series of slides showing children in action. Eveline Omwake, Department of Child Development, Connecticut College, then presented the first dilemma: we know so much—we know so little. We know motor skills are important in early childhood. Through motor activity the young child gains much of his concept of himself; self-confidence grows with early motor successes. How do we help the child value himself and his skills? How do we capitalize on his strengths? How can we design a program of motor experiences that will help children find constructive uses for bodily movement rather than dangerous or unlawful ones? Principles of growth and development can tell us what is possible maturationally and developmentally. Should we provide more opportunities for children to develop fine motor skills? How can we help children who are awkward and clumsy?

Dr. Omwake continued by stating that we must beware of fragmenting the child by isolating aspects—cognitive, motor, social, emotional—of his development. Teachers must learn how to integrate their knowledge of the different aspects for the well-being of the child. Unfortunately, we frequently have a poor match between what children want to learn and what teachers want them to learn, and adults with little understanding of how the young child's mind works. More attention must be given to when children want to learn with less imposition of artificial schedules that disregard children's characteristics. Teachers interrupt expression of natural feelings of children by attempting to substitute formalized behavior: then we turn around and try to teach "creativity." We need to give more consideration to the child's use of his body as a mode of creative and human communication.

Two contrasting viewpoints of the role of movement in the young child's life were described by Lolas E. Halverson, Department of Physical Education, University of Wisconsin. Learning to move and learning through movement are not mutually exclusive, but teachers need to recognize the difference in

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emphasis. It is erroneous to conclude that if a motor skill does not appear naturally, then it is absent—when, in fact, the teacher has not tried to elicit the skill.

Speaking from the viewpoint that learning to move should receive greater consideration by early childhood educators, Dr. Halverson suggested that teachers study the characteristics of motor development, how these characteristics change as a result of maturation and experience, and how differing environmental conditions can affect motor characteristics. To apply the knowledge gained by the study of motor development, we need to learn how to see movement, how to interpret what is seen, how to plan and guide appropriate learning experiences, and how to evaluate their effects. Learning how to observe is vital to the whole process because observations are the basis for goal-setting and planning. One principle for the observer is to focus on how the child uses his body to accomplish the task, or in other words, on his process rather than on the product. Films can be used as a tool to develop and sharpen the skill of observing children's movement as well as a research tool. Interpretation of what is seen calls for guidelines which describe the developmental levels in all skills. However, research has not yet provided all this information.

Teachers are people, and as people we all have a heritage which interferes with what there is to observe. As adults we have our concepts of childhood and our concepts of the nature of schooling. Apparently it was these preconceived expectations which colored our observations of the demonstrations with children and made prophetic the remarks of Dorothy Cohen, Senior Faculty Graduate Programs, Bank Street College of Education. It is human to make quick interpretations, to have priorities, to be influenced by our age and state of health, and to have a value system conceived in our own upbringing. Our responsibility as observers is to identify our own biases. In addition to calling for an open mind in observation, Dr. Cohen asked that we see children's behavior as they mean it before applying judgmental labels. The focus should be on the process by which a child copes with life, not on the product, which is only a part with many different interpretations. One ability to develop is the technique of reading body movement, which is a major form of communication and particularly a language of young children. Conclusions should not be made on the basis of one observation nor should they be made without consideration of the overall behavioral context of young children.

Two live demonstrations stirred up the conference. The audience was asked to focus on the *movements* of four-year-olds and, later, of six-year-olds. However, many found this task difficult and tended to see a particular child or to empathize with teacher behavior.

The discussions that followed the demonstrations clearly revealed the problems of observation. Various biases were brought out in the open, and this seemed a necessary step in order for the teachers to really make progress toward learning to observe and observing to learn.

Judy Williston, Child Development Laboratory School, University of Wisconsin, and Kate R. Barrett, Department of Physical Education, University of North Carolina, deserved and received much credit for undertaking the challenge of live demonstrations. Their work made it possible for other participants to learn.

Nine interest group sessions were each repeated twice on Saturday morning. Remarks from participants indicated they would have liked this feature expanded, because making only two choices out of nine enticing topics was frustrating and because the exchange of ideas in smaller groups could have been greater.

Katurah E. Whitehurst, Psychology Department, Virginia State College, concluded the conference with a frank summary and analysis of the sessions that earned her a standing ovation. Her complete discussion of what movement means to the young child appears on the following pages in this issue.

Dr. Whitehurst, in her recommendations cautioned the conference members to beware of drawing unwarranted causal relationships and attributing to movement alone what may be due to a multiplicity of factors. She pointed out the need for grassroots communication and called for a "dutch treat conference" to which each person would bring his own background and training and listen to each other with an open mind. Conference planners were urged not to try to make everything clear at first but to allow each participant the opportunity to muddle through on his own, emerging as a changed person with an enlarged viewpoint. Previous speakers had emphasized the importance of process to the child: just so, it is the process of getting an understanding that is worthwhile to participants. Interesting comparisons can be made between the discovery method for children and for conference participants.

Concluding her analysis, Dr. Whitehurst compared teaching to a symphony, an orchestration of various facets of development—motor, cognitive, affective, social. "You cannot direct the symphony unless you know the score."

A REAL LOOK AT THE YOUNG CHILD

LOLAS E. HALVERSON

In the decade of the '70s, everyone is looking at the preschool child. He is suddenly big business, important news, a television market, a phenomenon to be researched. Ages two to five have assumed unprecedented significance; once considered a waiting period until "real learning" began, these years are now deemed crucial for future success.

Suddenly, we educators find ourselves confronted with an unprecedented opportunity but, at the same time, a sobering responsibility. We are clearly unprepared to meet the needs of the preschool child in terms of our preservice and in-service preparation of teachers, our facilities, our development of programs based on research. We find ourselves pressed by a crisis and, typically, a crisis must be met by action—so we have rushed to act.

There is danger that this rush, the push to do, may overshadow the need to question the why, the how, and the results of such action; that innovation and change will become the criteria for adoption of a preschool program, with little questioning of the real relevance of the changes. There is danger that the small child's life will become overly-structured and overly-stimulated, with large doses of overpressure, just as has that of the elementary child. There is danger that our interest and concern for him could turn to a tragic destruction of childhood, rather than a fulfillment of the promise for which we hope.

As we contemplate both the problems and the promise, let us consider the contribution of physical educators to understanding the world of the small child, especially his world of movement. What scholarship have we brought to this area of concern? Sadly, as we look at our literature between 1940 and 1970, the answer must be that we have not contributed much. We know far too little about what small children can and should accomplish in movement. We know very little, really, about how movement does develop. We have failed to act upon, or even recognize, the implied "recommendations for further study" to be found in the early motor development research by Gesell, Shirley, Wellman, Bayley, Gutteridge, and other psychologists in the 1930s.

Lolas E. Halverson is chairman, Department of Physical Education for Women, University of Wisconsin, Madison, Wisconsin 53706. She made a presentation at the conference on the significance of motor development for the young child; this article is also based on her speech at the Elementary Physical Education Area meeting at the 1970 AAHPER Convention.

In practice we, along with other educators and psychologists, elevated what should have been tentative conclusions about some children in a certain situation to sweeping generalizations about all children in all situations. These early studies—all classics in their own right—suffered from the same shortcomings that any pioneering work does in any field. They were beginnings and were not intended as final answers. Most of them had small samples and did not claim to reflect the total population. Of greater importance is the fact that none of these early pioneers had a background in movement analysis.

Yet, we have created a "Gesell-Gutteridge Gospel" and a "McGraw Maturation Myth" to the point that, without reservation, recent child and motor development books are still emphasizing motor development scales and movement descriptions from this work of the 1930s. Now *these* texts are being quoted uncritically, and we have been content to accept the results of this "secondary source syndrome." But surely, it is time that we read the original work again. Surely there are new insights to add; there is more to know.

And what was our role in the development of physical education programs for the small child? Here, too, we were guilty of neglect. Now, suddenly, attention has been focused by non-physical educators on the possible importance of movement in the cognitive development of the young child. Perceptual-motor, visual-motor, sensori-motor programs are being developed, sometimes in consultation with physical educators, often not. But, regardless of whether they were a part of the planning, more and more physical educators have become involved in implementing these programs. We have joined the rush to action.

However, for the most part, in our rush, we have not developed broad movement experience programs for the young child. In general, the rush has been in one direction—to develop programs designed only to hasten or improve cognitive development or to correct learning disabilities through stereotyped movement training, concepts quite different from the goals of most early childhood educators and, I hope, different from the goals of most physical educators.

As more of us recognize this and begin the work of developing more broadly based movement programs for young children, it is essential that we avoid the problems which I see in so many of the perceptual, visual, and sensori-motor programs. I see signs of "second-

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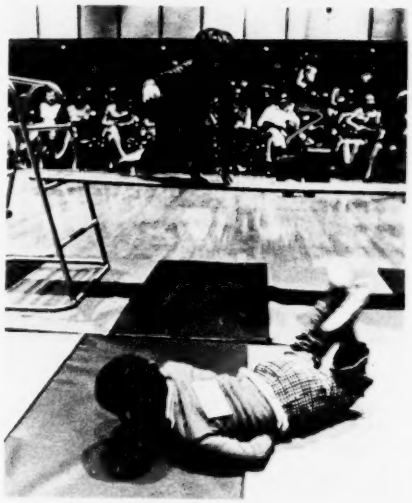

ary source syndrome"' in the haphazard manner in which motor activities are chosen for the programs. I also see signs of "instant expertise" where physical educators who have never worked with young children or even noticed them before are suddenly "specialists," implementing these programs. I am concerned at the unquestioning adoption by educators, physical educators, and psychologists of motor items said to assess the level of children's motor development and at the uncritical manner in which the items are administered and interpreted.

Let me give a hypothetical example. Imagine a four year old being brought into a strange environment, possibly even a big gymnasium for the first time, with an adult whom he has never seen. Suppose this adult asks him to stand in a small circle, then hop five times on his right foot, staying in the circle as he does it. Suppose, then, he is asked to hop on his left foot five times while staying in the circle. Suppose, further, that the child is given only one or two chances to try the task and is then scored as "passed" or "failed." It is obvious that the stage is set for ensured failure or, at best, meaningless information.

You may at once conclude that I have developed an incredibly bad evaluative situation for this hypothetical example. I sincerely hope that this is not typical of what does happen in the motor testing of small children, but let us examine the built-in failures to illustrate some of my concerns.

The problem of a strange environment with a strange adult needs little expansion. It is obvious that for many or most small children, the performance recorded at such a session is likely to be less than their potential or, at least, different from it. The adult who does not know children, in particular, the children with whom he is working, will end up with some strange data.

A second problem is that of communication. Many words have little meaning for a small child, especially when under the stress of an unfamiliar environment. Yet to ask a child to perform a very specific task using words as the only avenue of communication is a fault common to many adults. Showing the child what is to be done may be a more helpful method, but neither will it work for all children. For instance, even after an adult has demonstrated a leap, many young children remain confused. Yet the same children may be able to perform a good leap when asked to run, clear an obstacle about six inches high, and continue running. It is essential that the investigator know enough about children and about movement to set a situation which shows what the child can actually do.

A third problem is the validity of the measurement tool. The investigator must know the purpose of the task set for the child and must further determine whether the task clearly achieves this purpose. For example, in the above hopping test, what is the objective? Is it to determine the child's ability to distinguish between the right and the left foot? Is it to determine whether the child can count to five, or is it simply to see if the child can hop several times consecutively? Is it to determine whether he can control his body so that he can stay within a small circle while hopping, or to discover whether the child can or cannot hop on each foot?

Each of these purposes would require a different approach to the development of the hopping task. Each should require a carefully conceived basis for the evaluation of the child's performance. For example, if the goal is to discover whether the child can identify his right or left foot, it is essential that the child's ability to hop already be established so his concentration can be on the problem of right and left—not on trying to cope with the movement task. Similarly, to ask him to hop five times before he can readily count to five, or can hop with ease, or both, simply confounds the information obtained. We must know whether the child is failing the task because of his concentration on counting, or because he cannot hop, or both, if we are to interpret the results clearly. Only if we are specific in what we wish to test can we determine accurately what the child can actually accomplish in motor performance.

A fourth problem is evaluation on the basis of one or two trials on one day. This is a critical problem at any age level, but it is especially critical in the assessment of the performance of a young child. We know that the small child is highly individualistic and variable in response to tasks set for him. We know there can be marked variation in children's responses to the same task from one trial to another, from one observation period to another, even from one mood to another. This, then, must be taken into account in the assessment and interpretation of the results of children's performance. We must allow for several trials during more than one observation period.

Seen as a whole, our hypothetical situation suggests one final comment. While it is important for one to know if and when a child can accomplish a movement task and to evaluate this carefully, it is perhaps more important for us as teachers to know what the characteristics of his movements are as he accomplishes this task. Such information is essential for designing a move-

This conference report, pages 3-9, is reprinted from the May 1971 issue of the Journal of Health, Physical Education, Recreation. A copy of the complete conference proceedings is available, for $2.25, from the Publications Department of the National Association for the Education of Young Children, 1834 Connecticut Avenue N.W., Washington, D.C. 20009.

ment progression to fit individual needs. What is achieved—that is, the "score"—tells us only a small part of the story and is limited as a diagnostic tool.

For example, a statement that most 40-month-old children can jump from 10 to 35 inches tells little about the movement of a child who can jump 35 inches as opposed to one who can jump only 10. All we know is that for some reason one child jumped farther than another. We might speculate that he may have used more body parts in the jump, may have used force, may have dared to lean a little farther forward. However, it is equally possible that the child who jumped farther might have used an immature, leaping jump, while the other child may have used the more difficult, more mature, two-foot take-off. We can only speculate; we do not know. It is obvious that more than a numerical score is essential if we are to know what the performance really was.

It should also be obvious that the pass-fail scoring of our hypothetical "hopping test" gives little useful information because of the multiple demands of the task. Two children "failing" might have done so for very different reasons and would, therefore, need very different teaching progressions to help them master the task.

Thus, an "easy" task of hopping five times on the right foot while staying in a circle should now be recognized as a task with multiple demands, a formidable task for a small child and a complex evaluative challenge for an adult. It is essential, then, for us to know what response we are trying to evaluate; to know how to elicit this response from the child; to know children well enough to know when their solution represents what they can do; and, lastly, to evaluate their performance in a way that will be useful in planning movement experiences for them.

These and other challenges in the complex area of preschool motor development and learning will take a great deal of study on the part of both scholars and teachers—thus, of course, action cannot wait. But, if we are willing to use carefully what we already know, to plan and carry out all movement programs with a concern for observing, assessing, studying, and questioning what does occur—research and action in preschool movement education can become mutually inclusive; not mutually exclusive.

Meanwhile, as we continue the current rush to develop preschool movement programs, I hope we will pause to consider the following things:

1. Programs should be designed to help the child learn at *his* stage of development in an environment designed for *him*.
2. Preschool and day care centers must include space, freedom, and equipment for children's movement. This will require much more than is currently in many of the centers being developed today.
3. The leaders of preschool programs must have a better background in movement than is currently true, and better help in using this information. Programs for small children must include more opportunity for exploring, experimenting, and practicing all types of movement skills under a variety of situations. It must not be restricted to a rhythms period now and then, or to a structured game occasionally.
4. Parents must be involved with educators in the process of enriching the child's environment for total development.
5. While preparation for future academic demands may well be the driving force for much of the current interest in the small child, it is essential that we continue to evaluate the action we do take as it affects the *whole* child developing, and that we recognize that even preschool human beings do differ in their needs, interests, and responses.
6. If there is to be special work on "developmental deficits," it should be *in addition* to, not in place of, regular well-rounded and stimulating movement experiences.
7. We must be willing to try to develop ways of evaluating the impact of all programs and to change if we are not making headway. To do this, we must be able to define "progress" clearly and specifically.

Above all, we must remember that in our haste, there is serious danger that we will not stop to really look at the small child—or, if we do look, we may fail to see him. There is danger that we will fail to understand that he needs to grow and learn as a whole being, not a self split into perceptual, conceptual, motor, affectual, and social pieces; that to develop he needs time, space, love, and companionship; that to develop he needs to share experiences with other children, and also with concerned and interested adults.

We must be wise enough to share what we know and what we discover with each other. We must also work with persons from many disciplines to make real progress. Indeed, it is essential that physical educators, together with early childhood educators, work together to meet the current rush to action. Together we will have to assess the needs, to study the ways, to evaluate the results. Together we must do more than look at the preschool child—we must see him, and understand him.

Photographs by Michael D. Sullivan

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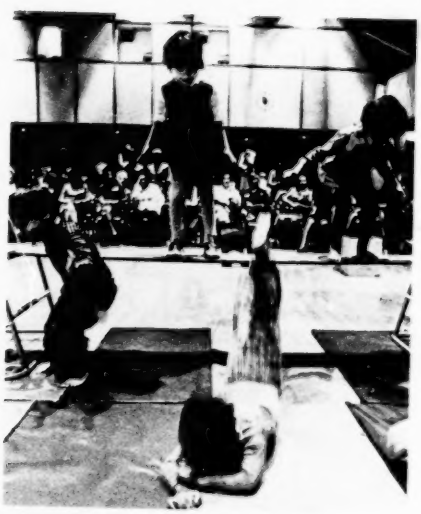

WHAT MOVEMENT MEANS TO THE YOUNG CHILD

KETURAH E. WHITEHURST

This in-depth conference, co-sponsored by two professional organizations for whom the development of children is a central objective, is a step in the right direction. Too long have we lived out our professional lives within the confines of our own disciplines, not knowing about the insights of the other fields of study and, worse still, not caring. Under the guise of becoming "experts" in separate disciplines, we have gone our separate ways emphasizing only that aspect of the universe that suited our narrow interests or yielded to our limited methodology. This state of affairs is particularly deplorable when it exists among those of us who claim an interest in human development. It is we who proclaim the complexity of human behavior. It is we who emphasize the "wholeness" of the human beings whom we teach. It is we who insist through preachments that the "whole child" be taught. If, indeed, the child-as-a-whole is such an intricate and complex organism, it behooves the disciplines that profess to understand, develop, and educate children to get together for such serious exchanges as we have experienced at this conference.

The achievement of effective interdisciplinary effort is more easily written and spoken about than actually realized. Many barriers to this achievement still exist, not the least among which is the barrier of status. Within the hierarchy of disciplines, some enjoy greater respect and privilege than others. Thus is created an atmosphere of defensiveness which undermines all positive efforts to reach out and to share intuitions, insights, and learnings. The college teacher doubts that college teaching can be improved by the ideas of high school teachers who, themselves, are distrustful of the methods of the elementary school teacher. Certainly, the kindergarten and nursery school teachers are glorified baby-sitters, hardly deserving professorial ranks. Of course, physical education exists to develop winning teams and to occupy the energies of those who are not interested in academic pursuits. Society reinforces these benighted attitudes through its differential rewards of salaries and other forms of recognition. It is remarkable, therefore, that within such a climate the American Association for Health, Physical Education, and Recreation and the National Association for the Education of Young Children have the maturity, flexibility, and foresight to form an interdisciplinary team in the search for better ways of teaching young children in all the dimensions of their development.

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At different periods of educational history, interest in one or another of the dimensions of development has been emphasized—physical fitness, cognitive development, social development, emotional development. Now the spotlight is on motor development or movement education. The ebb and flow of interest in these areas as well as the predominance of one over the others at a particular time may be a real testament to our inability to deal with the totality of development at any given moment. Perhaps what is needed is a new conceptualization of development—an integrative philosophy of learning—even a new, common language by which we can communicate with each other without the hang-ups imposed upon us by our compartmentalized training.

Psychologists have long been aware of the significance of the motor dimension in the development of the young child. Several principles of development give recognition to its importance. For example, the principle of the interrelatedness of all aspects of development has led us to expect that improvement in any dimension will have positive repercussions in the other dimensions: improvement in the motor area may be followed by improvement in the social area and vice versa. Likewise, the principle of directionality in neuromuscular control has led to the educational practice of supplying large pencils for little hands. Moreover, some of the earliest experiments in the field of differential psychology were those of J. McKeen Cattel on reaction time. In psychodiagnosis, movement has been a key concept in understanding the personality, both normal and abnormal. Play is not only considered the language of normal childhood, but it is also the key that unlocks the mysteries of atypical behavior for the child therapist. For the developmental psychologist and the child therapist, then, movement makes sense; it is meaningful.

My task, however, is to interpret the meaning of movement from the point of view of the child himself. At first glance, the topic, "The Young Child: What Movement Means to Him," seems to demand a great deal of inference on my part and to subject me to the risk of reading into the child's experience my own empathic deductions or even my need to have movement mean something to the child. On second glance, things are not as bad as they first ap-

pear, for I have had the opportunity to observe young children and to talk with them in natural settings over long periods of time and the children have taught me a great deal about themselves. I shall, therefore, proceed to list what movement means to the young child without apology for my empathy or my methodology.

1. To the young child, movement means life. Not only does he experience life in his own movements but also he attributes life to all moving things. Listen to Louisa, 26 months old, finding a new truck in her sandpile. "O-o-h! a truck, you come to my house? You play with me? Come on, truck; see mommie." Then, looking back, finding that the truck was not following, she yelled back, "Come on, truck!" Finally, she returned to the sandpile, took the string tied to the truck, and began leading it as one would a little child. "Come on, truck." What further evidence does one need that movement means life to a young child?

Piaget would consider this incident of Louisa and the truck as an excellent example of the animistic thinking that is typical of early childhood. In his theory, Piaget finds that the young child attributes life to activity in general, then to movements, to spontaneous movements and finally to plants and animals. The child recognizes at this primitive level that movement is the essence of life outside himself but he also comes to know himself through movement.

2. Movement is, for the young child, an important factor in self-discovery. This self-discovery ranges from his fascination with his toes as an infant to his painful awareness of the limitations of his acrobatic skills when he has climbed to the highest pinnacle of the jungle gym and now finds it impossible to back down. Through manipulation he discovers one nose, two eyes, two ears, two nostrils, and the texture of his hair. Through locomotion he discovers independence and achieves a repertoire of body skills that generate self-pride. Through kinesthesis, he gets to know how it feels to move and the feedback from each movement provides cues that are used to develop more and more intricate patterns of self-propulsion. Soon the child discovers what a marvelously constructed organism he is. "Look at me," shouted Kip, as he walked a balance board from beginning to end without falling. "See. I can do anything —anything I want to." As the young child moves, he discovers himself as a separate entity with body features and capacities of his own. The emerging concept of self is ego-enhancing as he calls attention to his stunts and tricks.

3. Movement means discovery of the environment. As an infant, the child moves his head to focus his eyes in relationship to a sound and finds toys in his environment, as well as people and other objects with names. As a toddler, he finds that his world is extended by his own mobility. In the enlarged environment, new objects are discovered, examined, and named. His vocabulary increases for he must have new names for his latest discoveries. As his mobility increases, the likelihood that he will cross the boundaries of other people's rights and possessions also increases, and for the first time the child must adapt himself to property rights—a fundamental factor in his socialization for life in our culture.

The fact that he can move from place to place lays the foundation for exploration of an increasingly complicated environment—an environment that is social as well as physical.

Movement assists the young child in achieving and maintaining his orientation in space. It is an important factor in his development of concepts of time, space, and direction.

4. What does movement mean to a young child? It means freedom, freedom from the restrictions of narrow physical confinements and freedom to expand oneself through creative body expressions. To be "on the move" is to be free. We look for and find projections of freedom and spontaneity in the child's graphic expressions, in his art, his song and dance, his capacity for abandonment.

5. Movement means safety. In a basic sense it has survival value. It enables one to avoid many forms of bodily harm and as such it is a ready defense against several kinds of danger. Early in his development, the child learns that a quick movement, timely, and in the right direction is an important protective device. It enables him to elude the angry intentions of playmates whom he has provoked. Or, it may spare him bodily assault by a frustrated parent. He finds it easy to identify with the storybook character who shouts "Run, run as fast as you can. You can't catch me: I'm the gingerbread man." The gingerbread man is a real hero because, through his agility and swiftness, he is able to cope with threats to his personal safety and well-being.

The actual environment for which the growing child must learn adaptive responses is much more complicated than the fantasy world of the gingerbread man. The physical hazards of everyday living demand an increasing emphasis upon safety education which incorporates the natural defense tendencies into a controlled and purposeful execution of body movements that are designed to reduce the serious and disabling consequences of bumps, falls, and other accidental impacts.

6. To the young child, movement is a method of establishing contact and communication. He approaches or withdraws, smiles or frowns, points his finger, waves his hand, purses his lips, tosses his head, widens his eyes, shrugs his shoulders, gesticulates in dozens of ways. This is a language through which he expresses his ideas, feelings, and wishes. Also it is the language through which he clearly reads the meanings and intentions of others. The accuracy of the young child's perceptions of nonverbal behavior is astounding. It is matched only by his frankness in letting us know what he has perceived.

7. Not the least among the meanings of movement for the young child are sheer enjoyment and sensuous pleasure. He runs and screams with excitement as an expression of joy in just being alive. Little Lisa's mother rushed to the door in response to her four-year old daughter's excited screams only to find the little girl running at her fastest speed and screaming at her highest pitch for no obvious reason. When Lisa's excitement was somewhat abated, her mother said, "Lisa, why were you running so fast, and screaming so loudly?" " 'Cause it feels so good, mommie" was the little girl's quick reply. Lisa's screams were outbursts expressing the pleasure she experienced from her own movement through space.

8. If controlled movement means mastery, rhythm, and grace, then uncontrolled movement means failure, awkwardness and disgrace. Self-confidence, assurance, poise, and initiative can be undermined by the imposition of movement by external forces or by the lack or loss of self-controlled movement. Children who stumble and fall frequently have less initiative than those who are sure-footed. The awkward and clumsy are always the last to be chosen as members of the team. Their self-image is one of failure and inferiority, and their embarrassment has an eroding effect upon their willingness to try again. Movement means acceptance.

Movement, then, means many things to children. To summarize, it means (1) life, (2) self-discovery, (3) environmental discovery, both physical and social, (4) freedom, both spatial and self-expressive, (5) safety, (6) communication, (7) enjoyment and sensuous pleasure, and (8) acceptance.

If movement means so much to the developing child, no further justification should be required for its inclusion among the major techniques in education. For some children, movement education may be one of many avenues to the goal of self-actualization. For others, it may be a "pump primer" to get the flow of interest and imagination flowing. And for still others, it may be the only way.

Who says the young child CAN'T?

BETTY M. FLINCHUM
MARGIE R. HANSON

OUR knowledge about the motor patterns of preschool age children and the contributions of movement to their growth and development raises the question about when we should begin our motor development programs for young children.

Perhaps as physical educators we should take the advice of Wright in his address at an AAHPER conference when he said that "there is currently a trend to educate younger and younger children. Kindergartens, Head Start programs, and other forms of preschool education are widespread. Structured nursery schools are prevalent for three-year-olds." Wright felt that these systems may be reaching children during the most important years. He challenged physical educators to "shoot the gap" into the first two years, since the scholar of human movement and perception might have more to contribute to the very young child than any other professional.[1]

Halverson, whose research with young children is well known, felt that diverse educational fields were agreeing on the importance of early motor experiences and that physical educators are beginning to improve programs for young children.[2] A recent study provides evidence that in young children the skills of kicking, throwing, striking, and broad jumping are inherent.[3] When the environment is appropriately planned, improvement in skill development can be made by two-to-five-year-old children through repeated performance.

New evidence that physical activity seems to be contributing to a young child's motor and intellectual development has been suggested. His ability to perform basic motor patterns as early as two years old has been established. Researchers and child psychologists tell us that movement enhances learning. What are we waiting for?

Several interesting questions can be asked about our involvement in early childhood physical education.

1. Q. Is there any support to the belief that planned movement experiences contribute to the young child's development?

   A. Yes, according to leading psychologists,

   > "Movement means many things to children. To summarize, it means (1) life, (2) self-discovery, (3) environmental discovery, both physical and social, (4) freedom, both spatial and self-expressive, (5) safety, (6) communication, (7) enjoyment and sensuous pleasure, and (8) acceptance. If movement means so much to the developing child, no further justification should be required for its inclusion among the major techniques in education." [4]

   Jersild stated that, in his opinion, throughout life a person's view of himself is influenced by his perception of his body and its properties, his strength, and his skill in physical activities.[5]

2. Q. Isn't movement a primary part of the young child's learning?

   A. Yes, it has been established that the child's earliest years are concerned with sensory-motor development. Richardson says, ". . . particularly during his (the child's) first six years he is busily developing and refining his skills . . . the infant's movements are ceaseless . . . the importance of movement in the child's early learning experiences cannot be overemphasized," [6] as well as a variety of motor stimulus, visual, tactile, auditory—all sensory modalities which serve to enhance cognitive development.

3. Q. Should educationally planned motor activities take place in preschool?

   A. Yes, two-year-olds have the potential for motor pattern development. In the study at LSU, as a group they showed more improvement after repeated performance than did the other preschool age groups.[7]

   Hunter maintains that "programs (motor activities) intelligently implemented can make an important contribution to the intellectual, social and emotional growth of the learner." She also states that "there is a high correlation between movement skills and feelings of worth and social acceptance." [8]

4. Q. If motor patterns are inherent, would children develop and refine skills better in goal-centered learning environments than in teacher-directed activities?

   A. It has been shown in the study at LSU that improvement can occur naturally. The goal-centered approach immediately individualizes learning. It permits progress at the child's own rate. It places the preschool teacher's role as one of motivator and environmental learning designer to achieve goals without a directed approach. Such programs can insure worthwhile motor development experiences. According to Halverson, "Programs should be designed to help the child learn at his stage of development in an environment designed for him." [9]

[1] Logan Wright, "Highlights of Human Development, Birth to Age Eleven," *Perceptual-Motor Foundations* (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1968), p. 19.

[2] Lolas E. Halverson, "The Development of Motor Patterns in Young Children," *Quest*, Vol. VI (1969), 44.

[3] Betty M. Flinchum, "Selected Motor Patterns of Preschool Age Children," unpublished doctoral dissertation, Louisiana State University, 1971.

[4] Keturah E. Whitehurst, "What Movement Means to the Young Child," *JOHPER*, May 1971, 35.

[5] Arthur T. Jersild, *Child Psychology* (Englewood Cliffs: Prentice-Hall, Inc., 1960), p. 60.

[6] Sylvia O. Richardson, "Concerns of the Pediatrician for Motor Development," *Foundations and Practices in Perceptual-Motor Learning: A Quest for Understanding* (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1971).

[7] Flinchum, op. cit.

[8] Madeline Hunter, "Implications of Perceptual-Motor Programs for Physical Education," *Foundations and Practices in Perceptual-Motor Learning: A Quest for Understanding* (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1971).

[9] Lolas E. Halverson, "A Real Look at the Young Child," *JOHPER*, May 1971, 33.

Russell states that, "The lesson should aim to provide opportunities for the child to develop an understanding of his own movement capacities, to learn the language of movement and so invent and create sequences and dances of his own. In contrast to the teaching of set styles, where the direct method is used exclusively, the expressive aspect of movement is the main concern . . . We are concerned with the personal aspect, the involvement of the individual even at a simple level. We are not concerned with teacher-dominated work. The important thing is that the child is making something for himself." [10]

5. Q. How is an efficient skill pattern developed?

   A. We have some evidence that an efficient pattern may be developed if a goal-centered challenge is given before the pattern has formed. For example, in the study at LSU, a two-year-old when challenged to throw harder and given a target, eventually started to use an overhand throw and step forward on the opposite foot. Also, accuracy improved. However, when that same challenge was made to a child of four or five years of age with a previously formed incorrect pattern, it was only repeated. The teacher is challenged to help him to find a way to solve this problem.

6. Q. At preschool age are boys better at certain physical activities than girls?

   A. Preschool age boys in the LSU study seemed to be better at throwing and striking. Other literature does indicate that boys are better at skills involving arm and shoulder strength and speed, and that girls are better at rhythmic and balance activities.[11, 12] Research on primary age children also supports these findings.[13]

7. Q. Could this mean that girls were not as involved as boys in certain activities at an early age?

   A. We have some evidence that it might from studies showing that cultural focus on sex roles makes boys seek active and girls seek passive activities.[14] Girls who were "tomboys" have better physical skills as an adult. Play with older children seemed to be an important factor.

8. Q. What are we going to do about motor development in professional preparation programs?

   A. According to Sinclair, "further study is needed to determine suitable curricula and teaching and evaluative methods for the educational use of movement experiences for young children.[15]

   Physical educators and dance specialists are missing a unique opportunity to contribute to the planning for massive programs soon to be launched by federal legislation on comprehensive child care centers and public education for three- and four-year-olds. We can start preparing personnel to work with young children. Very few professional preparation institutions in physical education and dance offer any programs for work with young children, and yet the projections state "that 40 percent of the three- to five-year-olds will be in school by 1975." [16]

   If the Comprehensive Child Development and Day Care Act is passed by Congress, it will bring about an explosion of interest and effort in programs for preschool age children as well as for after-school programs for K-6.

   We can also begin by becoming informed about young children by visiting local programs, offering assistance, becoming prepared to answer questions of educators about the contributions of motor development.

   Both professional preparation and inservice programs should begin now.

9. Q. What is AAHPER doing?

   A. The Association has been involved in two national conferences on early childhood. A President's Conference on *The Young Child: The Significance of Motor Development* was held in Washington, D.C., Feb. 1971. The Arts and Humanities Division of USOE is planning to hold a conference on curriculum development for preschool in spring 1972. The focus will be on art, music, dance and basic movement as the core of the curriculum. Two AAHPER members have been recommended to be on the planning committee.

   AAHPER is cooperating with an NEA Early Childhood Committee which is serving in a consulting capacity for the Model Day Care Center now in operation for NEA employees.

   An early childhood committee has been formed within the Elementary Physical Education Commission to gather information and resource materials and to identify program and personnel in this area.

10. Q. What can an individual do?

    A. Many professional persons will be called upon for help to conduct demonstrations, plan workshops, and act as resource persons in the areas of health, safety, motor activity, recreation facilities, and equipment. It will be an opportunity and an obligation to influence good programs for young children. Our professional people must take the initiative, and multi-disciplinary cooperation is essential. Teacher preparation should turn its attention immediately to providing help in pre-service and in-service programs. Federal funding may be available to those who are alert to the new legislation and who take the initiative to develop appropriate proposals.

    Specifically, you can establish a preschool task force in your area or state, conduct surveys in your own area and keep AAHPER informed. Plan to organize joint conferences, workshops and clinics with other groups serving young children. Visit your state department early education consultant. Seek out ways of developing cooperative efforts.

Betty Flinchum is consultant for student services and Margie Hanson is consultant for elementary school programs on the AAHPER national headquarters staff. Their article is scheduled for publication in the Journal of Health, Physical Education, Recreation, Vol. 43, 1972.

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[10] Joan Russell, *Creative Dance in the Primary School* (New York: Frederick A. Praeger, 1968), p. 17.

[11] Mary V. Guttridge, "A Study of Motor Achievements of Young Children," *Archives of Psychology*, Vol. CCXLIV (1939), 1-178.

[12] Caroline B. Sinclair, *Movement and Movement Patterns of Early Childhood* (Richmond, Va.: State Department of Education, Division of Educational Research and Statistics, 1971), p. 22.

[13] Margie R. Hanson, *Motor Performance Testing of Elementary School Age Children* (unpublished doctoral dissertation, University of Washington, Seattle, 1965).

[14] Lenore Weitzman, "What Girls and Boys Are Made Of," *Behavior Today*, Vol. II, No. 35 (August 30, 1971), 1.

[15] Sinclair, op. cit., p. 22.

[16] National Commission on Teacher Education and Professional Standards, *Preliminary Report of the Ad Hoc Joint Committee on the Preparation of Nursery and Kindergarten Teachers* (Washington, D.C.: National Education Association, 1968), pp. 1-4.

Preschool Projects and Programs

HELEN K. HARTWIG

TODAY in America we find a great deal of emphasis is on early childhood education. Research and new programs are being introduced to help determine just what should be taught. We now know that the preschool period is a very important time in a child's life and that we must help the child perform the motor tasks of his age in the best possible way. B. S. Bloom says that physical growth and intelligence change most during the first three or four years of life, and that environmental effects, whether of abundance or deprivation, appear greatest in the earliest years and in periods of most rapid intellectual development.

Kephart reminds us that the child's first reaction to his environment is motor, and his first attempts to organize his surroundings are based on these motor activities. If the child learns the skill but not the interactions connected with it, he will not be able to apply it in his environment; he will only use it in the situation in which it was learned.

Piaget (1962) stresses the importance of a sensorimotor basis or learning as a prerequisite to all later stages in the development of intelligence, and says that if we pay little attention to the events which occur in the first years of a child's life, we may be lost when he reaches the age when we begin to "educate" him.

Research in Motor Development

Several research projects in motor development activity for the preschool and kindergarten child illustrate the interest in and importance of this phase of a child's growth.

A three-year longitudinal study to determine the progressive growth in movement and movement patterns of children two to six years of age is being conducted in the Richmond, Virginia, Public Schools. After studying the motor activities of preschool children, the developed, developing, and missing patterns of movement are being identified and recorded on film and in writing. In "The Second Progress Report on Movement Patterns of Early Childhood," the following ten developmental characteristics are identified: opposition; dynamic balance; total body assembly for speed; effective use of body parts in power release; total body assembly for utilization of the summed strength of several body parts; simple rhythmic step patterns; cross laterality; alternating use of the legs in a foot action; eye-hand efficiency; and posture alignment.

The findings will include a portrayal of the developing patterns of a normal child, two to six; a portrayal of the sequential development of each fundamental movement through early childhood; an estimate of deviation of movement patterns within the normal range; identification of some deviation which indicates a need for attention and/or remedial measure; and case studies which will be helpful in showing how characteristics change or persist and how certain factors appear to be related.

The Dayton Public Schools, through the use of preplanned daily classroom experiences aimed at developing sensory acuity and motor skills, hope to provide children with a varied sensory environment. The rationale for this type of program stems from the fact that recent research (Heron, 1957) shows how important a wealth of sensory experiences is for the integrated functioning of the brain. The program is designed

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Prekindergarten Research Center
Daniel Boone School
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University City, Mo. 63130

Lolas E. Halverson, Chairman
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University of Wisconsin
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Melanie Knight, Director
Title I Director
University City Public Schools
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University City, Mo. 63130

Orrin H. Marx and James R. Davis
University Hospital School
University of Iowa
Iowa City, Ia.

Carolyn B. Sinclair
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to determine whether or not this type of training of three-, four-, and five-year-olds will significantly enhance their potential for learning. A manual has been prepared for use by the classroom teacher to guide him in the proper development sequence. Two films have been produced to help teachers and parents understand activities in the sensory motor areas. One identifies children with problems in the motor area; the second depicts the types of training used to alleviate their problems. Research done in 1967-1968 indicates that children can be trained to develop in the sensory motor areas. A promising feature of the program involves a curriculum designed to appeal to the child's natural aptitude for play. Most children can achieve a positive self-concept in this natural environment of play, which helps them to become more emotionally stable and better able to cope with programs of academic stress.

A research study to determine the long-range effects of personalized programing based on individual assessment is in operation at University City, Missouri. The results of tests developed for this project are used to determine the individualized program for each preschool child. Selected motor activities for prekindergarten children are described in the *Motor Activities* booklet, published by the School District of University City, Missouri. These include awareness of self, gross motor skills, fine motor control, awareness of position in space, eye-motor coordination, and expressive or creative movement activities.

Another project in University City, under Title I, is a comprehensive approach to the preschool and school development of the educationally disadvantaged child, in the area of perceptual skills and social-emotional maturity. The objectives are to educate the mothers and guardians of preschool children in ways of carrying creative activities and attitudes from the school to the home. The four-year-olds are involved in an Instructional-Demonstration Center, where special activities supplement those of the home, nursery school, or Project Head Start. An adult accompanies the child for the half-day weekly session. During the first 45 minutes, the children are observed through a one-way mirror as the psychologist explains their actions. The mothers then spend time preparing materials to use with their children in the home. The perceptual, social and emotional competencies of these four-year-olds are determined with specific instruments, and appropriate activities and materials for strengthening the areas of deficiency are prescribed. Teachers for the project are helped through in-service workshops and by a guide, *Activities for the Early Development of Perceptual Skills*. This project was recognized by the United States Office of Education as one of the outstanding 150 in the United States in 1968.

A study of motor pattern development in young children is being conducted at the University of Wisconsin. The purpose of this longitudinal study is to observe developmental changes in selected motor patterns of preschool children. To date, the major study emphasis has been on throwing (overarm throw), striking (sidearm and two hand), kicking (punting and place), jumping (standing broad and jump and reach) and catching.

The influence of environmental conditions (those conditions set up by the investigators in observation sessions—not all experiences influencing the motor development of the child) designed to elicit or influence the motor patterns of the children in the study during the periodic observation session has been noted. The developmental change findings as well as observations on the effect of environmental conditions on patterns will be further examined with larger groups of children in a number of cross-sectional research studies.

The plan of the study includes filmed and taped observation records for three boys and three girls from ages three through nine. Currently, the study includes observation records on five children, with one more to be added. The records for two of these children extend from 1962 to the present, for two others, from October 1965 to the present, and for one, from 1963 to the present. Records for each child are taken at three-month intervals through ages three and four; at six-month intervals through ages six and seven; and are planned for yearly intervals through eight and nine.

Film records of motor performance are taken with a 16mm movie camera. The children are filmed separately; therefore, they do not watch each other in the sessions. A tape recorder is used to record information and verbal interaction. The data are studied through film record tracings, prints of selected motion picture frames, and transcriptions of tapes.

A physical education program at the preschool-kindergarten level is being carried on at the University Hospital School at the University of Iowa. The children who have participated in the program have physical or mental defects and range in age from two to seven years. They are given training in developmental activities such as rolling, crawling, hand-knee standing, knee standing, standing-balance, walking, and step climbing; physical fitness exercises; leadership opportunities; creativity; elementary sport skills; relay races; quiet games; stunts and apparatus; and group discipline and training. An evaluation chart is kept to measure each child's progress over a period of several years. This is referred to as the Children's Rehabilitation Section. The Pine School Section is a day school for the trainable and the educable mentally retarded. It is a cooperative project carried on by the University Hospital School, the Iowa City Community School District, and the Johnson County Board of Education. Total enrollment is about 90. Physical education is comprised of individual and group organization; through these activities it is hoped the children will develop proper work habits, class discipline, ability to follow directions, personal and group safety, and learn proper care of equipment. An evaluation chart is kept on each child's progress.

Summary

Educators must learn about the activities and experiences which young children need if they are to build a strong base or foundation for that learning which lies ahead. Studies are being conducted, programs are being tried, manuals are being written. Even though we are progressing, there is still much to be done in the various areas. We need more researchers and more educators who are willing to work with very young children and share their knowledge with others.

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Games can wait!

LARRY GRAY

Too much time is often placed on highly organized competitive situations in the primary grades. This overemphasis creates a high degree of pressure and tension, particularly on the part of those children who give evidence of low levels of achievement in basic skills. (For example, a third grade girl who had reached only a low level of skill in catching a ball showed extreme tension during a game of Newcomb. When questioned, she admitted being "scared to death" that the next ball might come to her and that she might miss it.) An original conclusion, that highly organized games were being presented too early, was amended to include the point that skills were not, in many cases, being sufficiently mastered to the point where games of this type became practical.

Why are skills not being achieved despite the many class sessions devoted to drills designed for that purpose? Our answer, unhappily, was that the drills themselves were being conducted in a competitive manner by using relays as motivators. Learning, we know, takes place best when the motivation is internal. Children are highly motivated in terms of physical activity, and from the time of birth they are constantly experimenting with new motions. Lack of success is rarely frustrating to the preschool youngster. However, primary grade students became easily frustrated when they failed to immediately grasp the technique of, say, dribbling a large rubber ball. In comparing their experience to that of the preschool child, it was observed that the variable factor in the case of first, second, or third graders was their exposure to fellow classmates and to the teacher. From the latter comes the possibility of a disapproving glance (even if this is not forthcoming the youngster wants to impress the "gym teacher"); from his classmates come the highly probable titters and snickers of ridicule (often, from those who had failed themselves).

We searched for a way to put the children back in the position of the preschooler, that is, to give them opportunities to experiment and practice physical skills of various kinds in an unselfconscious atmosphere. They should be free to conduct their own experiments, at their own speed, safe from the eyes and comments of classmates. Since each student obviously could not be placed in the gymnasium alone, a method had to be found that would engage all members of the class in activities simultaneously. If they were all busy with their own work none would have time to observe and/or ridicule anyone else. There was still the danger of frustration due to attempts to impress the teacher but it was thought that these might be minimal.

An experimental lesson plan meeting these requirements was prepared and carried out with six classes of primary children. First, several activities which had been demonstrated and practiced before were selected for inclusion: rope climbing, using a rope to swing over a high jump bar, rings, dribbling, throwing, catching, rope jumping, and tumbling. (Activities that had been used previously were chosen in order to observe the reactions of youngsters who had "frozen up" when all eyes were upon them.) After the customary exercise period, the various pieces of apparatus and equipment were pointed out to the children and they were told that they could spend the rest of the period doing and using whatever they pleased. They were to be absolutely on their own with the provision that they follow safety precautions. Their immediate reaction was joyous, to say the least.

Once started, every one of the boys and girls kept active for the full 22 minutes that remained of the period. What they went through was a sort of self-imposed interval training. They worked hard at an activity for three or four minutes until fatigued, rested for perhaps 30 seconds, and then moved on to another activity at which they would work for several more minutes. Some, as a result of the sheer joy of unrestricted movement suddenly took off on a run of two or three laps around the gymnasium. The noise level was quite high—a factor that all too many physical educators deplore, but one we considered encouraging.

Most gratifying, however, were the observations made of the low achievement group. Boys and girls who had heretofore made only half-hearted attempts to climb the rope actually strained to raise themselves a few feet; children knocked off the cross bar time after time as they tried to swing over and yet *they stuck with it* and some finally achieved success; a second-grade girl who had screamed in frustration while trying to dribble in a relay spent three full minutes intently trying to gain some mastery over that bouncing ball, having little success but completely at ease; two stiff-fingered boys had fun playing catch and, by their own trial and error (not because teacher said so), found that they had more success when they relaxed those fingers.

"When can we do this again?" was the question as they lined up to leave. And the answer was "Soon!" and "Often!" Activities are varied but the atmosphere of freedom and experimentation remain constant. Let us continue to allow them to experiment and improve unselfconsciously; the games can wait!

Larry Gray is a physical education instructor for grades 1-6 at Oakton School, Park Ridge, Illinois. His article is reprinted here from the May 1965 issue of the Journal of Health, Physical Education, Recreation.

EARLY CHILDHOOD

AUDIOVISUAL RESOURCES

A TIME TO MOVE. 1970. (16mm, b&w, 30 min.) Sale, $230.00; Rental, $30.00. Available from Early Childhood Productions, P.O. Box 352, Chatsworth, Calif. 91311.

A film focused on the meaning of movement for the 3- & 4-year-old. Movement is the first and deepest language of the child for its own sake and for what it achieves. Every skill is comprised of more simple skills. Photographed at UCLA Laboratory School with the consultant help of E. Buchanan, V. Hunt, M. Hunter, G. Goodlad.

BASIC MOVEMENT; MOVEMENT AWARENESS; MANIPULATIVE SKILLS; FUNCTIONAL FITNESS. (Super 8mm technicolor, silent, loop film cartridges). Sale $24.95 each. Available from Ealing Productions, 2225 Massachusetts Avenue, Cambridge, Mass. 02140. Catalog mailed on request.

A series of 24 loop films, each three to four minutes long, depicting K-2 children in action, developed in cooperation with AAHPER. Designed to show children and teachers a wide variety of activities and equipment with an entire class participating at one time. Problem-solving approach is used in all films. Descriptive note accompanies each cartridge. Ideas and activities can easily be adapted downward for preschool age. Authors Hayes Kruger, Pat Tanner, Carolyn Rasmus.

DANCE FOR JOY. 1971. (16mm, color, 20 min.) Sale, $155.00; Rental, $17.50. Available from Documentary Films, 3217 Trout Gulch Road, Aptos, Calif. 95003.

An early childhood movement education film featuring 2-, 3-, and 4-year-olds, by Gertrude C. Knight, whose previous film "Building Children's Personalities with Creative Dancing" has become a standby. A climate is created for spontaneous "unadult-erated" reaction, using music as the quickener. There is much large motor activity and learnings about space, time, and force, and flow.

INNOVATIONS IN ELEMENTARY SCHOOL PHYSICAL EDUCATION. 1969. (16mm, sound, color, 30 min.) Sale, $229.00. Available from Crown Films, West 503 Indiana Avenue, Box 890, Spokane, Washington 99210.

Produced as a part of an ESEA Title III project granted Washington State University for an experimental program in the elementary schools of Pullman, Washington. Depicts a wide variety of activities and equipment for K-6 programs from ideas gleaned by author's world travels. Author Victor Dauer.

LEARNING THROUGH MOVEMENT. 1966. (16mm, b&w, sound, 32 min.) Sale, $165.00; Rental, $20.00. Available from S-L Film Productions, 5126 Nartwick Street, Los Angeles, California 90041.

Covers an eight-month experience in creative dance with grades 1-6, showing the physical, emotional, and intellectual involvement of the children, and explores the multiplicity of learning concepts. Authors Anne & Paul Barlin.

MOVEMENT EDUCATION. 1968. (16mm, sound, color; six films, 25-40 min. each). Sale, $200.00 each; rental, $25.00. Available from Audio-Visual Center, Simon Frazier University, Burnaby 2, B.C.

A series of six films for K-6. Titles are: (1) Introduction to Movement Education; (2) Teaching Direction and Level; (3) Teaching Awareness of Body Movements; (4) Teaching Qualities of Body Movements; (5) Ideas for Theme Development; (6) Use of Small Apparatus. An instructional manual is included. Authors Glenn Kirchner, Eileen Warrell, Jean Cunningham.

MOVEMENT EDUCATION IN PHYSICAL EDUCATION. 1967. (16mm, b&w, 10 min.) Sale, $145.00; rental, $25.00. Available from Hayes Kruger, Dept. of Physical Education, Madison College, Box 3208, Harrisonburg, Virginia 22801.

A film that interprets movement education through narration in question-answer form. Two men teachers from the program provide much information on a variety of activities for K-6. The film demonstrates the methodology of the problem-solving approach and emphasizes the importance of a well-structured environment. Authors Hayes Kruger and Guy Amato.

MOVEMENT EXPERIENCES FOR PRIMARY CHILDREN. 1968. (16mm, color, sound, 17 min.) Sale, $150.00; rental, $5.45. Available from Dept. of Instructional Media Distribution, Altgeld 114, Northern Illinois University, DeKalb, Ill. 60115.

A film depicting the need for children to move and to learn to move well. Emphasizes a problem-solving approach to teaching. Author Lorena Porter

MOVEMENT EXPLORATION. 1967. (16mm, sound, color, 20 min.) Sale, $185.00; rental, $20.00, first day; $10 each additional day. Available from Documentary Films, 3217 Trout Gulch Road, Aptos, California 95003.

A film designed for K-6 teachers and teachers-in-training, with a wide range of activities for primary and elementary children, such as locomotor skills, ball handling, hoops, jump ropes, apparatus, and improvised equipment. Emphasis is on involvement of each child for maximum participation, with a problem-solving approach. Authors Layne Hackett and Gordon Jensen.

PHYSICAL EDUCATION—LEVER TO LEARNING. 1969. (16mm, color, sound, 20 min.) Sale, $200.00; rental, $15.00. Available from Stuart Finley, Inc., 3428 Mansfield Road, Falls Church, Virginia 22041.

Educable mentally retarded boys and girls from a special education program are shown taking part in a vigorous and varied program emphasizing development of motor skills and physical fitness with limited, improvised equipment. Author Julian Stein.

READY, SET, GO. 1969. Two instructional television series for closed circuit use in large school systems. Available for purchase from the National Instructional Television Center, Box A, Bloomington, Indiana 47401.

Two series (Levels I & II) of 30 television lessons, 20 minutes each, on the basic movement approach to elementary school physical education for primary children. Accompanied by a manual with guidelines for supplementary lessons each week for the teacher, which provides continuity for a year's curriculum. Developed in consultation with AAHPER. Authors Bette Logsdon and Kate Barrett. Teacher Jane Young.

THINKING, MOVING, LEARNING. 1970. (16mm, sound, color, 20 min.) Sale, $210.00. Inquire Bradley Wright Films, 309 North Duane Avenue, San Gabriel, Calif. 91775.

This film illustrates a comprehensive developmental program with twenty-six perceptual-motor activities for preschool and primary grade children for use in the classroom and on the playground. Author Jack Capon.

UP AND OVER: EXPLORING THE STEGEL. 1969 (16mm, sound, color, 20 min.) $242.00. Available Bradley Wright Films, 309 North Duane Avenue, San Gabriel, Cal. 91775.

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MOVEMENT EDUCATION: A NEW DIRECTION IN ELEMENTARY SCHOOL PHYSICAL EDUCATION

Describes movement education—its content, method, and value as an approach to physical education. Well illustrated and supplemented with resource lists of film, book, and equipment companies. Published by the American Association of Elementary, Kindergarten, and Nursery Education in cooperation with AAHPER. Order from EKNE, 1201 16th Street, N.W., Washington, D.C. 20036. 1969. 23 pp. $1.00.

PHYSICAL EDUCATION FOR CHILDREN'S HEALTHFUL LIVING

A compilation of ten articles on the role of physical education in child development, child needs, good programs, movement as a way of learning, safety, environment and trends. Includes an annotated bibliography and film list. Published in consultation with AAHPER. Order from Association of Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. Bulletin No. 23A. 1968. 80 pp. $1.50.

THE SIGNIFICANCE OF THE YOUNG CHILD'S MOTOR DEVELOPMENT

A publication resulting from the Early Childhood Conference cosponsored by AAHPER and the National Association for the Education of Young Children in February 1971. Contains principal addresses on such topics as the young child today, the significance of motor development, observing children, and the meaning of movement for young children. Well illustrated. Order from NAEYC, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009. 1971. 55 pp. $2.25.